

COMMON SCHOOL ASSISTANT,

A Monthly Paper, for the improvement of Primary School Education.

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COMMON SCHOOL ASSISTANT.

IF We again, in the present number, have the pleasure of presenting our readers with another eloquent, philosophical article, from the pen of the Hon. J. S. Buckingham. We offer the distinguished writer our most sincere thanks for these invaluable contributions; and can assure him that they are read with deep and unusual interest.

SURPLUS REVENUE.

1. The Legislature of New York, during the last session, made the following appropriation of the income of the State's share of the surplus revenue:

2. \$110,000 is to be distributed every year to the schools, in the same way that the \$110,000, annually obtained from the school fund, is distributed. The State, then, will hereafter give to the schools \$220,000 each year, instead of \$110,000, as heretofore.— And as the towns are obliged to raise, by tax, as much as they receive from the State, the actual sum to be distributed yearly among the common schools, will be \$440,000.

3. Heretofore, the law has required the districts to sustain a school, taught by a certified teacher, *three months* in the year, before it could get its share of the school money. This requirement, last session, was changed to *four months*.

4. \$55,000 is to be given to the schools, annually, for three years, for the purchase of libraries. The towns are compelled to raise as much more; so that \$110,000, for three years to come, will be annually given to schools for the purchase of libraries. This will make about \$10 a year to each common school. But each school should raise at least \$10 more to put with it.

5. \$6,000 is given, annually, to the "New York University" for the next coming five years. To Geneva College, also, the same sum, for the same length of time. \$3,000, annually, is to be given to Hamilton College, for the term of five years.

6. \$28,000 is given each year to the Regents to be distributed among the academies in the State, in the same way the income of the literature fund is now distributed. The academies will, in consequence, receive, hereafter, annually, \$40,000.

7. If any academy shall receive \$700 of the above \$40,000, it must open and sustain a department for the education of common school teachers.

8. The remaining part of the income of this State's share of the surplus revenue, is to be added to the common school fund.

NEWS CHAPTER.

1. Two steamboats, (or steam-ships, they are usually called,) have arrived at New York from England. They came across the Atlantic ocean, (3,000 miles) propelled by steam, though each ship had small masts, so that aid could be obtained from the wind, when favorable.

2. Heretofore, packets (vessels moved entirely by sails) have been used between the old and new countries; but it is thought by many that the steam ships will do away the packets, just as the steamboats have taken the place of sloops on the Hudson river.

3. A packet is usually 22 days in going to England, and 26 in coming from England to America.— The steam ship *Great Western*, was only 15 days coming from England here, and will not be more than 12 days in going back.

4. This is a great step in the march of improvement, and will do much to unite the two nations.— The Americans, however, were the first in sending a steam vessel across the Atlantic ocean. Several years ago, the steam ship *Savannah* went from New York to Liverpool—from there to Italy, and then back home to New York.

5. It is more expensive to use steam than wind; but as steam saves time, many more will travel. This extra travel will pay the extra expense, it is thought by those who study these matters. The steam ships are considered as safe as the packets.

6. Congress has done but little, and not much else has passed but time. A member of Parliament was once asked what had passed the House since it had opened. The answer was, "*six weeks*." Time is about the only thing that has passed Congress.

7. The Secretary of the Treasury will be obliged to issue more treasury notes—2,000,000, it is thought. 10,000,000, it will be remembered, have been issued, to supply the government with funds, till it can collect its debts, and till business so increases as to supply a larger revenue.

8. The report of the "Duel Committee" has been made, and is ordered to be printed and not sent over the country, *but laid on the table*.

9. The "Independent Sub-treasury Bill" has passed the Senate, but *not* the House. It is thought the House will not act on it very soon.

10. The monetary affairs of our country are growing better gradually. The Banks of New York, and most of the New England States, have resumed spe-

cie payment, and are now discounting good paper. This gives confidence, and an increase of the currency.

11. It is thought that the Banks of Philadelphia will soon resume. Michigan has passed a law compelling all her Banks to resume by the 15th of July next. Our prospects brighten, and business has greatly increased within the last three weeks.

12. \$7,500,000, in specie, have arrived in this country within the last two months.

We ask the reader's particular attention to the following article; it contains information of great interest:—

From the London Courier.

EDUCATION IN HOLLAND.

On the State of Education in Holland, by M. Victor Cousin. Translated by Leonard Horner, Esq., F. R. S.—Murray.

1. Nothing can more strikingly exemplify the effects of a wise and extended system of education in Holland, and the effects of our own lamentable and humiliating want of such a system, than the facts which Mr. Horner has placed in juxtaposition. In the account which M. Cousin gives of his visit to the Penitentiary for male delinquents at Rotterdam, we clearly trace the happy influence of education upon the morals of the great mass of the community.

2. The number of Juvenile offenders, including all under eighteen years of age, collected from every part of Holland, who were under confinement in September, 1836, did not exceed 150 out of a population of 2,500,000. Mr. Horner almost doubted the accuracy even of M. Cousin; he inquired, and was convinced. In the Penitentiary for female delinquents at Amsterdam, the number did not exceed thirty.

3. It must be remarked that these imprisonments take place in cases where the guilt arises from ignorance only; the accused, if under sixteen, being on such proof exempted from the regular punishment provided for the crime. Were there such an article in our penal code—were offenders here who sin from ignorance, imprisoned apart and educated as in Holland, how quickly our jails would be thinned of their population!

4. Let us turn to the sickening contrast; the number of boys, aged sixteen and under, committed to prison in the jails of London alone, in the year 1836, was 3,132, not one of whom can be supposed to have been "educated" during imprisonment, or to have been discharged from prison with much prospect of regaining his character. It may be worth while to quote from the same report a proof of the enormous proportion of offenders in this country who are destitute of education.

5. Of the total number of offenders in the above year, viz. 78,157, upwards of 20,000 could neither read nor write, while upwards of 30,000 could either read only, or read and write too, but very imperfectly; thus affording a true ground for declaring that 51,048 out of the total number had been deprived of all moral training from education.

6. The necessity of primary instruction being thus exhibited, we may see in another division of this excellent volume, how easily this great necessity is attainable. A want sprung up in Rotterdam, as in other places, of intermediate schools—schools between the private and more expensive ones, and those for the poor which were instituted and supported by public authority.

7. The town mentioned made an advance of capital, which was very soon repaid; and the result is, two schools educating 900 children, with masters, ushers, and mistresses, supported entirely by a weekly payment of four-pence from each pupil. The payment decreases in proportion to the number of pupils from one family. In some towns, as at Leyden, such payments are received by instalments of daily or half-daily proportions.

8. Yet these fees, as M. Cousin well remarks, "satisfy the pride of the parents; they are the means of keeping the children at school, and are a guarantee against absences, as people like to get the full value of the money; and at the same time that they defray the expense of the education of the middle classes, they allow the town to apply its resources to the education of that class of the people who cannot afford to pay any thing, and to whom gratuitous education is in that case a sacred debt.

9. "In Paris, all the parochial schools are gratuitous, and there is not a single public primary school where the children pay any thing; whereas the cheapest private schools cost nearly four shillings and two-pence a month, so that there is nothing intermediate between a gratuitous education and a somewhat expensive school."

10. How applicable would this portion of the school system in Holland be to the wants of a large class of the English population! But what part of the admirable arrangement would not be applicable to the wants of some class, could the adoption of the whole, with the suggestions of improvements and extension proffered by such men as the author and translator of this volume, be secured?

11. What an advance has Holland made within the present century! Fifty years ago, primary instruction was in the same state there as in the rest of Europe. The change is mainly attributable to the "Society for the General Good," whose councils and example spurred the Government to action. It was in 1801 that the first law of public education was passed.

12. Amendments were adopted in 1803 and 1806; when that code of primary instruction was settled, which, founded on wise principles, united in all its parts, conformable to the spirit of the people, and adapting itself to the customs and habits of the different provinces, has survived three great revolutions, and remains undisturbed to the present time.

13. The law, the regulation of the provinces, and those of individual schools, have been so little altered that M. Cousin found them in 1836, what Cuvier had reported them to be in 1811—with this sole difference, that the system had acquired complete development and firmness of structure. The tree has thus been known by its fruits; and what those fruits are, we are partly shown by a glance at the penitentiaries. The following short passage will afford a further sample of the system and its results:

14. "At the Hague, there are four schools for the poor; and Mr. Wynbeck took me to the largest of them. It contained a thousand children, from five to twelve years of age; they pay absolutely nothing; all that is required of them is, that they come well combed, well washed, and as clean as their poverty will allow. These thousand children were collected in two large school-rooms, seven hundred on the ground floor, and three hundred on the floor above; without any distinction as to sex or religion.

15. "It was one of those schools which made so great an impression on Cuvier, on his first arrival in Holland. To satisfy me that, in this school, children of every religious denomination are received, which is also the case in all the other schools, Mr. Wynbeck passed along several of the benches, asking each child to tell him aloud to what congregation it belonged.

16. "There were on the same bench children of every Christian communion, with the various shades of difference; Catholics, Calvinists, Lutherans, Remonstrants, and Anabaptists; and Jews were mingled indiscriminately with Christians. I had, in this school, an anticipation of what I should find throughout Holland; that entire toleration which pervades it in every part."

17. Morality and religion are at all times inculcated in these schools, "but there is no special teaching of them save by means of the Bible history." There is no mutual instruction, except in a particular and limited sense, in Holland; the Bell and Lancaster system having been tried and rejected there as in Germany, it is condemned as radically defective, both by Mr. Hogner and M. Cousin.

18. But in every Dutch school, the presence of the master is universally felt; his authority and direction are every where visible; for there, as in Prussia and Germany, normal schools, seminaries for schoolmasters—that grand desideratum, a systematic plan for training the teachers—have long formed a plan of public instruction.

19. The effect is seen in the condition of the schools in general, from the infant ones upwards—of the free seminaries for the poor, as of those for the middle classes. In 1835, there were 2,352 primary schools subject to inspection; the ten provinces of the kingdom being divided into 77 school districts, to each of which an inspector is appointed, besides local boards of superintendence.

20. Thus each inspector has on an average 37 schools under his charge. This system "works well" in a country possessing, like Holland, a representative Government, without resorting to the plan of compulsory education as existing in Prussia.

REMARKS OF GOV. EVERETT.

1. "Give me the means of educating my children, and I will not exchange its thirstiest sands nor its barest peak, for the most fertile spot on earth, deprived of those blessings. I had rather occupy the bleakest nook of the mountain that towers above us,* with the wild wolf and the rattlesnake for my nearest neighbors, and a snug little school-house, well kept, at the bottom of the hill, than dwell in a paradise of fertility, if I must bring up my children in lazy, pampered, self-sufficient ignorance.

2. "A man may protect himself against the rattle and the venom, but if he unnecessarily leaves the mind of his offspring a prey to ignorance and the vices that too often follow in its train, he may find too late for remedy,

How sharper than a serpent's tooth it is,
To have a thankless child.

3. "A thankless child! No, I will not wrong even him. He may be any thing else that's bad, but he cannot be a *thankless* child. What has he to be thankful for? No. The man who unnecessarily deprives his son of education, and thus knowingly trains him up in the way he should not go, may have a perverse, an intractable, a prodigal child, one who will bring down, aye, drag down his grey hairs with sorrow to the grave, but a thankless child he cannot have.

4. "As I have said, I think this matter must be looked to. If the all-important duty of *leading out* the mental powers of the young, is entrusted to the cheapest hand that can be hired to do the work;—to one who is barely able to pass a nominal examination, by a committee sometimes more ignorant than himself, in the modicum of learning prescribed by law; and slender as the privilege of such instruction is, if it be enjoyed by our children but for ten or twelve weeks in the year,—as is the case in too many towns in the commonwealth,—it is plain to see, that they are deprived of the best part of their birthright.

5. "I know it is said, that these few weeks, in the depth of the winter, are all of his children's time that the frugal hasbandman can spare. But can it be so! Can the labors of the field, or any other labors, be so hotly pressed among us, that ten or twelve weeks are all the time for which the labor of the youth of both sexes can be dispensed with for five or six hours a day!

6. "I speak with diffidence on the subject, but such I apprehend cannot be the case. I cannot but think, that a majority of the citizens of Massachusetts, of all pursuits and callings, might, without the least detriment to their interests, send their children steadily to a good school, seven months in the year, and more or less of the time the other five.

7. "Without detriment, did I say! Nay, with incalculable advantage to their children, to themselves, and to the State. It would be more rational to talk about not affording seed-corn, than to talk about not affording our children as much of their time as is necessary for their education. What! shall a man plant his field, and allow his child's intellect to run to weeds?

* Saddle Mountain, between Williams'own and Adams.

8. "It would be as wise to eat up all the wheat, and sow the husks and the chaff for next year's crop, as, on a principle of thrift, to sow ignorance and its attendant helplessness and prejudices in your children's minds, and expect to reap an honorable and a happy manhood.

9. "It would be better husbandry, to go in the summer, and clatter with a hoe in the bare gravel, where nothing was ever sown but the feathered seed of the Canada thistle, which the west wind drops from its sweeping wings, and come back in autumn and expect to find a field of yellow grain nodding to the sickle, than to allow your son to grow up without useful knowledge, and expect that he will sustain himself with respectability in life, or, (if consideration may be had of self-interest,) prompt and comfort your decline.

10. "Not spare our children's time? Spare it, I might ask you, from what? Is any thing more important? Spare it for what? Can it be better employed than in that cultivation of the mind, which will vastly increase the value of every subsequent hour of life! And to confine them, in the morning of their days, to a round of labor for the meat that perisheth, is it not when our children ask for bread to give them a stone! when they ask for a fish to give them a serpent, which will sting our bosoms as well as theirs?

11. "Our governments, as well as individuals, have, I must needs say, a duty to discharge to the cause of education. Something has been done,—by some of the State governments, much has been done,—for this cause; but too much, I fear, remains undone. In the main, in appropriating the public funds, we tread too much in the footsteps of European precedents. I could wish our legislators might be animated with a purer ambition."

ALPHABET OF GEOLOGY.

Quartz, No. 1: Felspar, No. 2: Mica, No. 3: Hornblend, No. 4: Lime, No. 5: Slate, No. 6: Granite, No. 7: Gneiss, No. 8: Mica Slate, No. 9: Sienite, No. 10: Greenstone, No. 11: Sandstone, No. 12.

The minerals above named, are found in almost every place from Maine to Florida, and several of them in the western States. They can be collected and labelled by children with the names above, and accompanied with the descriptive catalogue below, when they furnish interesting and valuable presents for them to send to schools or to any of their friends, as opportunities present. By this means, every school and family in the United States may, in a short time, be furnished with a GOOD BEGINNING of a cabinet of nature and art.

DESCRIPTION OF THE ABOVE ALPHABET.

No. 1. The most common and abundant ingredient in mountains, rocks and soils, the natural deposit of gold and other metals, the necessary and principal ingredient in the manufacture of glass, and in different forms and colors, known under the name of jasper, cornelian, calcedony, agate, amethyst, topaz, opal, and other gemas.

No. 2. Intimately and extensively combined with

quartz in the formation of mountains, rocks and soils, and essential in the manufacture of china or porcelain ware.

No. 3. Combined with Nos. 1 and 2 in rocks, &c., and sometimes used as a substitute for glass.

No. 4. A common and an abundant ingredient in rocks, and the principal element of the "giant's causeway."

No. 5. A common rock, the ingredient of chalk, and all the marbles, and sometimes beautifully crystallized.

No. 6. The article used for schools, and for roofing houses, and an abundant rock in many places on both continents.

No. 7. Composed of Nos. 1, 2, and 3, more common than any other rock, and an excellent building material.

No. 8. Like the last, except finer and more slaty, and much used for sidewalks, floors, bridges, and various kinds of architecture.

No. 9. Composed of Nos. 1 and 3, softer than the last, but used for similar purposes.

No. 10. Composed of Nos. 1, 2, and 4, very common, frequently called granite, used for same kinds of work, and the material composing the "Bunker Hill Monument."

No. 11. Composed of Nos. 2 and 4, hard green or black, and a very common building material, especially in Pennsylvania, New Haven, Ct., and Edinburgh, Scotland.

No. 12. Frequently found lying under the last, the common material for grindstones, and much used for houses and various kinds of architecture.

The minerals and rocks represented by this set of specimens, compose more than nine-tenths of our whole globe. They are the deposits of nearly all the metals, determine the surface and kind of soil where they severally abound, furnish children with much useful amusement and instruction in collecting and exchanging, greatly advance them in reading, spelling, and all other school exercises, are introductory to large and useful cabinets of nature and art, which promote knowledge, *enrich and elevate conversation and social intercourse, and prevent vice.* They are already procured by numerous schools and families in all the States.

YOUTH'S PENNY PAPER.

1. The above is the title of a small weekly paper, just issued by Theodore Dwight, Jr. Price one cent a number, or fifty cents a year. Subscriptions received by Mr. E. French, 146 Nassau-street, and at the office of the "Common School Assistant," 128 Fulton-street.

2 Mr. Dwight, the editor of this new "Penny Paper," is favorably known to the reading public, as the author of the "School Master's Friend," "Father's Book," &c. &c. Every teacher should possess the first of these books, and every father the latter.

3. Parents, teachers, and all the friends of youth, should feel grateful to Mr. Dwight for that interest which he feels and so ably manifests in the right education of children. We do not know that he could

have chosen better means for the improvement of the children and youth of this country, than the publication of this "Youth's Penny Paper."

4. And we do sincerely and most earnestly call upon the friends of education to support this new and most praiseworthy enterprise. Let us sustain this penny paper for children, which will invariably contain *sound morality*, and the most useful, attractive kind of instruction.

5. Each number is enriched with *engravings, anecdotes, sketches of travels, and songs with music*; also, briefly, the familiar *news* of the day.

We make the following extract from the second number:

"THE LOVE OF ADMIRATION.

1. "Some people think they never can do well unless they do better than somebody else. They have a wrong view of duty. Right is right, whether one or a thousand do it, or whether nobody does it. If others do right, therefore, they do us no harm. If they do better than we, it is our fault, and not theirs. Let us give them all the credit they deserve, and improve by their example.

2. "It is very dangerous sometimes to try to do more than others. We may be tempted to do more than right; and that is wrong. People become very selfish indeed, who judge of themselves by others, and not by the rule of duty. Have I *done right*? Am I *doing right*? These are the proper questions. Not, Is it better than this or that one, or not so bad as somebody else?

3. "A person who begins life wishing to be *admired*, has many dangers and mortifications before him. How shall he avoid them? Try to be loved. A boy who went to a school which I attended, wished to be thought strong, and went to fighting. He had his arm broken, and suffered pain in it for several weeks. It is weak now.

4. "A few days ago, the captain of the steamboat *Morelle*, at Cincinnati, overheated his boilers, that he might go down the Ohio river faster than another boat. There were about 260 people on board; but he thought more about being *admired* for commanding a swift boat, than of the lives of his passengers, and the love which their friends had for them.

5. "O, if he had been taught a lesson of wisdom when he was young! But no—the boilers burst, fathers, mothers, children, friends, strangers—about two hundred and twenty of them—were scalded and drowned, in less time than you have spent in reading this story. He was thrown into the air a great distance, and fell dead in a street. Some were thrown across the river, and many are now lying in bed, and smarting all over with the blisters made by the hot steam.

"Is not the love of admiration a very foolish and dangerous feeling?"

Notice.

More finished colored views, with further descriptions of the model school house, may be found in a publication on rural buildings, by A. J. Davis, the architect of this city, and may be had at the office of the Common School Society, 128 Fulton-street, New York.

HOW TO IMPROVE COLLEGES.

1. The most certain way to improve our higher institutions, is to elevate the education of the mass—to increase the intelligence of that class who are, by their condition, never to have the teachings of the college.

2. That part of the community, called the liberally educated, will always measure their attainments by comparing themselves with the general amount of intelligence in the community. If the whole people are well educated, and have an high aim in their studies, conversation, and general efforts, those who are preparing to teach and to lead, *must* make greater attainments, than if, on the other hand, the mass are credulous and ignorant.

3. He, then, who would have a higher literature for his country, who would see around him, as ornaments and towers of strength, noble, giant minds, must adopt and co-operate with *immediate* measures for the improvement of the common schools; for, in these schools, do the multitude receive all its education.

4. We cannot elevate the lower classes, as they are sometimes called, without raising the more fortunate in the same proportion. Nor will those who receive a liberal education, ever place before them a loftier standard of learning and excellence, till they are compelled to do so by the approaching intelligence of the people. If we would have a higher literature in our colleges, we must have a more thorough education in our common schools.

5. Again, if the children, through *good* elementary schools, receive a love of letters—a desire for higher improvement, they will go to the college, and thus by patronising, improve the higher institution. But if the primary school, by being a miserable thing, has given a distaste for learning, a loathing of books and of study, the pupils will never go to the college; and it will thus lose the support of the great mass of the people.

6. The best way to make colleges flourish, is, not to give them large donations periodically, but to crowd them with vigorous, thirsting minds, which can start and receive this early bent only from among the people's schools.

7. Once more: if the students are to leave the college with strong minds and greater acquirements, they must enter it with a better preparation; and this better preparation can be secured only by a more thorough, and a more *correct* system of instruction in the common schools.

8. Now, our early defective education either disqualifies us for a literary life, or makes that life one constant struggle with our defects and errors. It takes one half of the college life to correct what the bad common school taught erroneously, and to teach what the primary school should have taught.

9. We say, then, if the friends of colleges wish to improve these institutions, or give a higher literature to our country, they must go to work, *as the first and necessary step*, for the common schools.

"Eschewing narrow politics,
I would have learning's ray
Be, to the mighty and the mean,
Free as the light of day.

"And if the people's march of mind
We dread, the thought should make us
Take longer strides in Wisdom's paths,
Lest they should overtake us."

NO. III.

ON THE PRINCIPLES, MEANS, AND END OF EDUCATION.

Written for the Common School Assistant.

BY J. S. BUCKINGHAM.

1. "What are the benefits to nations, from an educated population? and what are the national evils inseparable from general ignorance?"

2. This was the third question that I proposed to examine, in the series of articles on education; and in the following sentences will be found what appears to me to be its answer.

3. Nations are congregated communities of men, the first motive of whose union may generally be traced to a desire to obtain for themselves, by co-operation and mutual aid, a larger amount of enjoyments in return for their labor, than can be secured in the savage condition of individual and isolated life; and a conviction that the protection of their persons and property is more likely to be efficient under an organised system of judicature and defence, than when every man is left singly to guard his own tent and avenge his own wrong.

5. The progress of nations or communities thus formed, as well as their strength, wealth, and happiness, must depend on the advances which they make in the arts of production, combination, organization, distribution, and enjoyment.

5. Education is not only favorable to all these, but it may be said to be indispensable to the perfection of each; especially, if we regard education in the enlarged sense of comprehending physical training as well as intellectual culture; and including virtue and morality, as well as skill and intelligence. Let us then examine these points separately.

6. And first of *Production*—It is a wise and beneficent dispensation of Providence, that few things grow up or are produced in the exact state in which they are required for the use of man, without the necessity of some exertion on his part to adapt them to his wants.

7. With the brute creation, to whom the Deity has given natural instincts for their guide, his wisdom and goodness are equally evinced in the full perfection with which all things are presented for their sustenance and support. They are born with the means of self-preservation around them. Their clothing needs no preparation by other hands. Their food is provided in abundance; and whether they inhabit the earth, the air, or the sea, their powers and their means are all adapted to their separate states of existence.

They crop the herbage as it grows,
And drink the river as it flows;
They float upon the buoyant air,
While Nature's hands their food prepare—
On earth, in air, or through the deep,
All their appointed stations keep.

8. With Man, however, the lord of all, created in the image of his Maker, and destined for immortality,

it was wisely and beneficently ordered that his own faculties, physical, intellectual, and moral, should be the instruments by which his sustenance, support, and enjoyment should be achieved, and that in the constant and right exercise of these faculties his happiness should chiefly consist.

6. God has therefore placed within his reach, the elements of earth, and air, and fire, and water, in all their full energy and power, to be by him combined, controlled, restrained, directed, in such manner and to such ends as his intelligence may enable and his virtue dispose him to determine.

10. *Production*, then, to which his efforts must be always first directed, will depend for its value, on two features: first, its abundance in quantity, and secondly, its excellence in quality: and that production is most valuable which unites these two in the highest possible degree.

11. To this, nothing can contribute so powerfully as education.

12. Take, for instance, the first and most obvious class of productions, agriculture and horticulture in all their branches. The nation in which the blessings of education are most widely diffused, will, from the knowledge which it possesses of the nature of soils, of the best methods of tempering them by union of different earths and manures, of the influence of times and seasons, of the rotation of crops, of the adaptation of soil, aspect, and temperature, to the production of particular grains, plants, and fruits, and giving to each the highest quality of excellence, or most exquisite hue, odor, and flavor—the nation in which all these are best understood, and most diligently practiced, (and a good education will ensure both,) must surpass all other nations in the abundance, as well as in the excellence, of its agricultural and horticultural productions.

13. The pasture of cattle comes next in order, as a branch of production; whether for the supply of animal food, or for the training of beasts to the use and service of man—in this, also, as in the former, education is one of the most powerful agents of success. While a knowledge of botany, and an attention to temperature and soil, enables the subjects of an educated nation to import, naturalize, and improve the productions of other zones and climes, and to bring many of their grains, fruits, and flowers, to even greater perfection than they are found in their original and indigenous state; so a knowledge of zoology, and an acquaintance with the powers, properties, temperaments, and habits of different animals, enables the educated nation to introduce, from every quarter of the globe, animals peculiar to each, and to train, feed, cross, and improve them, to a degree of perfection which the most sanguine could never have anticipated, and thus to enrich itself with a greater abundance and a greater variety of *production* than nations far more favorably situated, with respect to the command of natural resources, if these are not rendered available by education.

14. The next branch of production for sustenance, is that which the boundless deep affords, in its fisheries. To success in this, education contributes as largely as to either of the two former. By a knowledge of the products of different seas, of the times

and seasons in which these are most or least frequented, by the construction of boats and ships of the best forms adapted to the several seas they are to frequent, the educated nation not only avails itself to the utmost, of the productions with which its own rivers, lakes, and neighboring waters abound; but it despatches its hardy seamen, in squadrons or in single ships, to the arctic and antarctic circle, to the burning climes of the torrid, and to the icy regions of the frigid zone, exploring alike the equator and the poles, and returning freighted with the floating treasures of the great and fathomless abyss; which other and still higher branches of skill convert to sustenance, to manufactures, to art, and to luxury in various forms, from the food of the herring, to the oil and the bone of the whale, and from these again to the matchless and often priceless pearl.

15. The last branch of natural production is mining, or the extraction of those hidden treasures of metallic and mineral wealth, with which the great storehouse of the bowels of the earth is filled, and which forms quite as large and valuable a portion of the wealth of the world, as the grain that is grown, or the cattle that are fed on its surface.

16. To the discovery, extraction, and accumulation of these treasures, whether they consist of iron, or lead, or tin, or copper, or silver, or gold, or what is of equal value with them all, the coal by which these are melted and refined, education powerfully contributes; and in an uneducated nation, their very existence, as well as their use, would be unknown.

17. By a knowledge of geology, the strata, soil, and circumstances under which each of these is most likely to be produced or found, are all readily examined, with the least amount of labor and time. By a knowledge of hydraulics and mechanics, the water and soil are removed in the formation of mines, and their produce brought up to the surface of the earth. By a knowledge of mineralogy, metallurgy, and chemistry, the ores are separated and refined, and each converted to its own most appropriate use; and the most precious gems, from the topaz to the diamond, are developed and brought forth from their original crusts, and polished to their utmost degree of brilliance and beauty.

18. But, in addition to the wealth that is thus made available to nations by a skilful exploration of the great treasures of nature, in the vegetable, the animal, and the mineral kingdoms, there is another large and ample source of wealth in *Combination*. To this, education is as favorable as it is to production.

19. *Combination* is the basis of manufactures, and by this, when skilfully conducted, the wealth of a nation may be more than doubled. The wool, the cotton, the flax, and the silk, however applicable to many purposes in their raw state, are made a hundred times more applicable to various purposes of life by combination and manufacture. To this, all the arts of spinning, weaving, dressing, dying and adorning, are made to contribute; and education alone can give the requisite amount of intelligence to bring the sciences of mechanics and chemistry to act as agents in these combinations. Without a knowledge of these, little or nothing can be done; with a perfect

knowledge and skilful application of them, all can be accomplished.

20. Equally powerful is the effect of combination in woods, and earths, and metals. The noblest edifices that ever were erected by the hand of man on land, and the most perfect fabrics of naval architecture that were ever made to float upon the sea, are the result of a competent knowledge of the properties of forms and combinations; and every article of decorative furniture and convenience made from the trees of the forest, come within the same catalogue.

21. The finest earthenware and most splendidly emblazoned china, are but a combination of the earths and minerals, in forms devised by the taste and skill of the educated artist or designer. The largest and most transparent plate of glass, and the most sumptuous and costly mirror, are but sand, and flint, and sea weed, under the hand of combination. And every form and fashion in which the richest and most gorgeous assemblages of silver and gold, and precious stones, can be brought before the eye of the most dazzled admirer, is but the effect of that skilful purification, refinement, and combination, which education can alone communicate the power of effecting to a nation.

22. Add to these, all the combinations of sculpture and statuary, musical instruments and music, drawing, colors, and painting, with the several arts to which they give birth, and all of which must owe their very existence to education, and it will be seen that in the creation and accumulation of wealth, whether from the natural sources of production, in agriculture, pasture, fisheries, and mining, or from the artificial sources of combination in the endless catalogue of manufactures, intelligence and industry are the pillars of both, and these can only be fully taught and fully appreciated by a good physical and intellectual education.

23. To *Organization*, nations owe as much of their wealth, their power, and their happiness, as to production; this being the moral combination which effects for social good, even more than the mechanical combination produces for pecuniary benefit. Without organization, a nation could not long exist, with it, a few become equal to many; and education can alone teach the principles, modes, and results of organization in their fullest extent.

24. By organization, credit and confidence are made to represent capital, and thus to double or treble the actual wealth of nations by setting, in motion the whole of its industry instead of a part. By organization, municipal governments are formed to preserve local rights, watch over local interests, and regulate local undertakings. Organization can alone produce or sustain a general government, and bring the intelligence and virtue of the country to bear on the making of laws and securing their just administration. By organization, roads are constructed, bridges built, canals excavated, mountains levelled, plains elevated, harbors formed, intelligence diffused, and every thing essential to the welfare of man accomplished in the best possible manner, and with the least sacrifice of time, labor, and expense. Without education, and organization, a nation of myriads is but a multitude of

isolated and helpless individuals. With both, a handful of men become as millions by the concentration of their strength.

25. The next element of prosperity to nations, which education confers and advances, is *distribution*. Without the power of effecting this, each nation, however rich in natural or combined productions, could possess itself of nothing more than what might be produced within its own limits: and this, by the necessarily restricted zones of climate alone, could not embrace all the commodities of the Globe. But with extensive powers of distribution, there is nothing that the earth or air or sea can yield, which an educated nation may not possess, honestly and honorably by the operation of fair and legitimate commerce.

26. One nation may superabound in coal, and iron and copper, and lead, and tin: having ten times more of each in the bowels of its own soil than its inhabitants can possibly consume. Another nation may superabound in grain, and cattle, and sugar, and cotton, and timber, containing twenty times more than its own inhabitants can use, for food, or apparel, or fuel. Another nation may excel all competition in the excellence, variety and beauty of its manufactures, and make more than twenty nations could wear or consume.

27. Without *distribution*, each of these would be necessarily restricted to the use of its own productions. But with distribution, each may possess itself of a portion of the surplus of the other, by parting with its own surplus in exchange; and thus, by giving what is useless to itself, because it is in excess beyond its own wants, it can possess what is also useless to others for the same reason, and thus all parties may become enriched by exchanging what they do not want and cannot use, for that which they do desire and which they can enjoy.

28. Now, to conduct effective distribution, what are the branches of knowledge that are necessary?—Are they not Geography, Navigation, and Astronomy, by which the surface of the earth is traversed by land, and the pathless waters crossed by sea? And what uneducated nation can accomplish either, advantageously? Yet, let a nation be but thoroughly well-educated, and its travellers shall explore every continent, its ships shall cover every sea; and while its agents shall occupy every port upon the globe, its own marts shall be the lap of abundance, into which the teeming earth shall be constantly pouring her exhaustless treasures, not as the prize of conquest, or the tribute of homage to oppressive power, but as the free-will offering of those who give because they are enriched, and, therefore, content with what they receive in return.

29. Lastly, comes *Enjoyment*—the crowning stone of the arch of a nation's happiness and true glory.—To this, education contributes as powerfully as it does to production, combination, organization, and distribution; and without enjoyment all these would be useless.

30. In an uneducated nation, life is a perpetual struggle of vain and fruitless efforts after a bare subsistence, in the great mass of the people; and alternations of vacancy, irritation, disappointment, and in-

difference, in those who may be made the depositories of authority or power. In an educated nation, the enjoyment of every blessing that man can appreciate will be just in proportion to the excellence of the education received, and the extent to which it is diffused. The physical part of education will give health, personal beauty, vigor, activity, and all their high delights; the intellectual part of education will give knowledge, skill, and power of producing, combining, and distributing wealth; and the moral power of education will teach the due appreciation of the ends of existence, the distinction between the true and the false in pleasure and pain—and while it enlarges all the faculties of real enjoyment in art, science, literature, justice, and benevolence, it will make all these subservient to the two great branches of divine and human morality, "on which hang all the law and the prophets," the love of a wise and beneficent God, and the study and enjoyment of the wonders and beauties of his creation; and the love of our fellow beings, as the creatures of his hand, with an affection coextensive with that with which we desire to be loved ourselves.

31. If the reader wishes to make a practical application of these truths to the illustrations of history, in the case of particular nations, almost any country will furnish him an example. But let him take England and America, and these will suffice.

31. Little more than a thousand years ago, the island of Britain was inhabited by a race so ignorant and barbarous, that the Romans doubted whether they possessed capacity enough to be made useful as slaves. The surface of the island was then covered with dense forests, and the people, clothed in skins, were scarcely a remove above the brute creation.—Now, it is not too much to say, that in wealth, intelligence, extent of possession, political influence, and moral power, she ranks among the foremost of the nations of the earth.

32. Education, physical, intellectual, and moral, has been the chief cause of the immeasurable difference between her two states or conditions; and all the wealth, power, and influence which she possesses, having been obtained by the constant improvements, and accumulated results of her agriculture, mining, manufactures, and commerce, aided by legislation, and crowned by literature, art, science, morals, and religion, education has been the alpha and omega, the beginning and the end of all.

33. Less than two hundred years ago, the territory now occupied by the United States of North America, was covered with primeval forests more dense and more extensive than those of Britain, and peopled by a race of Indians, who had never made the slightest advance in civilization for thousands of years preceding. Now, the same territory is covered with splendid cities, crossed by magnificent roads and canals, bordered by harbors teeming with ships, and inhabited by a population as intelligent and as moral, as powerful and as influential, as any of the oldest nations of Europe, and much more so than many.

34. The intelligence and industry brought by the new race of settlers, who, from various motives and at various times, resorted hither from beyond the At-

lantic, has alone created this difference between its present and its past condition. If a race as ignorant and uneducated as the Indians themselves, had come from some other quarter to plant themselves here, the extirpation of the aborigines, and the triumph of the invaders, might have been achieved; but as to any improvement in the condition of either, without education, it would not have been effected.

35. The last point to be considered, is, the pains and penalties to which nations must be subject, where education does not exist—or, in other words, "What are the national evils inseparable from general ignorance?"

36. To this, the answer is very brief: namely, a privation of all the benefits which education has been shown to communicate to the nations which are blessed with it; and the examples of these evils are to be seen in the savage condition of the western wilds of America beyond the Mississippi: in the wretched and miserable condition of nearly the whole of the great continent of Africa; in the wild and untutored cannibals of the South Seas and Australia; and in the comparatively prostrate condition of very large portions of Asia.

37. In all these, the cause and effect are so obvious, that it is sufficient to point them out for observation, and reflection and examination will make conviction complete.

In my next communication, I propose to answer the fourth question: "What is the best system of general education, adapted to the general wants and especial pursuits of all classes?" If time and opportunity permit, I will forward this for the next month. My first communication was written at New-York, my second at Washington, my third at Baltimore, and my fourth I hope to send you from Philadelphia: but though there will be great variety in the localities in which they have their birth, I shall endeavor to make them all converge to the same end.

J. S. BUCKINGHAM.

The following circular is addressed to every friend of Common Schools, by the "American Common School Society;" and it is believed that many will cheerfully reply to the questions here proposed. To such, the published pamphlet containing all the answers from the twenty-six states, will be forwarded.

You will confer a favor on the American Common School Society, by replying to the following inquiries, as early as your convenience may permit.

What are the existing laws in your state for the support and regulation of common schools?

Are the laws efficient, and if not, what appear to be their defects?

What wages do your male and female teachers receive?

During what portion of the year are your schools open?

What branches of elementary knowledge are taught?

Are there any school libraries?

What are the text books used in your schools?

What portion of the children of your state receive the advantages of primary schools?

Is attention to education increasing?

Have you normal schools?

Is teaching pursued as a profession, or used only as a temporary resource?

What are the rates of tuition?

A free communication of your opinions on the subject of education in primary schools, will be very acceptable, and your co-operation is respectfully invited by the Society.

J. ORVILLE TAYLOR, Secretary.

STATUTE AND COMMON LAW.

1. *Statute Law*—is the express written will of the Legislature, rendered authentic by certain prescribed forms. Thus, the statutes of New York are the laws enacted by the Legislature of New York.

2. Statutes are binding only when—first, they are executed according to the *prescribed forms*, that is, in the manner specified by the Legislature. Thus, if the Statute Law declare that a *will* shall be made in a certain form, it will not be valid if executed in any other form.

3. Secondly, the Statute Laws must be consistent with the Constitution; for, the Constitution being the *fundamental law*, created by the people themselves, all other laws are inferior to it.

3. *Common Law*—is that body of principles, usages, and rules of action, which do not rest for their authority upon the positive will of the Legislature. In other words, it consists of those customs and rules to which time and usage have given the sanction of law.

4. Of such, it is plain, must be the great body of the laws of every people; for the rules of business and the usages of society are so variable and complicated as to be incapable of being made permanently the subject of statute law.

5 Statute law is superior in force to common law; and, wherever they are inconsistent with each other, the latter gives place to the former.—*Wilson's Civil Policy*.

THE JUDICIARY.

Question.—Where are trials for crimes held?

Answer.—In the State where the crimes have been committed.

Q.—Supposing crimes are committed without the limits of any State?

A.—Then the trials must be at such place or places as Congress may, by law, have directed.

Q.—Wherein does treason against the United States consist?

A.—Only in levying war against them, or in adhering to, or giving comfort to their enemies.

Q.—What testimony is required to convict a person of treason against the United States?

A.—The testimony of at least two witnesses to the overt act; or, on the confession of the person accused, in open court.

Q.—Where is the power vested to declare the punishment of treason?

A.—In Congress; but no attainder of treason may work the corruption of blood, or a forfeiture, excepting during the life of the attainted.

Q.—Must full faith and credit be given in each State to the public acts, records, and judicial proceedings of every other State?

A.—Yes, and Congress may, by general law, prescribe the manner in which such acts, records, and proceedings, shall be proved, and the effect thereof.

Q.—Are the citizens of each State entitled to all the privileges and immunities of the several States?

A.—Yes.

Q.—If a person charged with crime, flee from one State to another, is he there to be protected?

A.—No: in such cases, on demand of the State from which he fled, the fugitive from justice must be given up by the proper authority of the State where he has taken refuge, to be tried in the State where the crime was committed.

Q.—Should any person held to service or labor, under the laws of the State in which he is at service, escape into another State, does any law or regulation of the State into which he may escape, free him from such service or labor?

A.—No, but he must be delivered up, on the claim of the party to whom such service is due.

Q.—Does the constitution secure the citizens against unreasonable searches and seizures of their persons, houses, papers, and effects?

A.—Yes; no search-warrants may be issued but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons and things to be seized.

Q.—May any person be held to answer to any capital, or other infamous crime, unless on the presentment or indictment of a grand jury?

A.—No, excepting in cases arising in the land or naval forces, or in the militia, when in actual service, in the time of war, or public danger.

Q.—May a person be tried twice for the same offence?

A.—No person may be twice put in jeopardy of life or limb for the same offence.

Q.—May any man be compelled to be a witness against himself, in any criminal cause?

A.—No.

Q.—May any private property be taken for public use without a just compensation?

A.—No.

Q.—May any man be deprived of life, liberty, or property, without due process of law?

A.—No.

Q.—Is the accused, in all criminal cases, allowed a trial by jury?

A.—Yes, and a jury must be composed of citizens of the State and district wherein the crime has been committed.

Q.—Must the accused be informed of the nature and cause of the accusation?

A.—Yes.

Q.—Must he be confronted with the witnesses against him?

A.—Yes.

Q.—Is he allowed the assistance of counsel for his defence?

A.—Yes.

Q.—Is the right of trial by jury preserved in suits of common law?

A.—It is in all cases, where the value in controversy exceeds twenty dollars.

Q.—May any facts tried by jury be re-examined by any courts of the United States?

A.—In no other way than according to the rules of common law.

Q.—May excessive bail be required?

A.—No.

Q.—May cruel and unusual punishments be inflicted?

A.—No.

Q.—Is the enumeration in the constitution, of certain rights, to be so construed as to deny or disparage others retained by the people?

A.—No.

Q.—How are the powers not delegated or prohibited by the constitution of the United States, to the several States, to be disposed of?

A.—They are reserved to the States respectively, or to the people.

Q.—Has Congress the power of admitting new States into the Union?

A.—Yes, but no new State may be formed, or erected within the jurisdiction of any other State; nor may any State be formed by the junction of any two or more States, or parts of States, without the consent of both Congress and the Legislatures of the States concerned.

Q.—What power has Congress over the territory, or other property belonging to the United States?

A.—They may dispose of it, and make all needful rules and regulations concerning the same, and nothing in the constitution may be so construed as to prejudice any claims of the United States, or of any particular State.

Q.—Does the constitution of the United States guarantee to the several States of the Union any particular form of government?

A.—It not only guarantees to every State a republican form of government, but enjoins on the general government to protect each of them against invasion, and against domestic violence, on application of the Legislature; or, when they cannot be convened, of the Executive.

Q.—Is the constitution of the United States subject to amendments?

A.—Yes.

Q.—How are amendments proposed?

A.—Whenever two-thirds of both houses of Congress deem it necessary, they may propose amendments.

Q.—Is there any other way in which amendments may be proposed?

A.—Yes; on the application of the Legislatures of two-thirds of the several States, it is the duty of Congress to call a convention for the purpose.

Q.—What renders amendments valid, and equally binding with other parts of the constitution?

A.—They must be ratified by three-fourths of the Legislatures of the several States; or by conventions in three-fourths of the States, according to the mode of ratification proposed by Congress.

Q.—Were all debts contracted, or entered into, previous to the adoption of the present constitution,

considered as valid against the United States as before?

A.—Yes.

Q.—What is considered the supreme law of the land?

A.—The constitution of the United States, together with all laws and treaties made under its authority; and all the judges in the several States are bound thereby, any thing in the state constitutions, or state laws, to the contrary notwithstanding.

Q.—Are oaths or affirmations required of persons under the general and State governments?

A.—Yes; all members of Congress and members of the several State Legislatures, and all the judicial and executive officers of both the general and the State governments, are bound by oath or affirmation to support the constitution of the United States.

Q.—Does the constitution require any religious tests as a qualification to any office of public trust in the United States?

A.—No.

Q.—Have the people of the United States a right to keep and bear arms?

A.—Yes; inasmuch as a well-regulated militia is necessary to the security of a free country.

Q.—May soldiers be quartered in any house, in time of peace, without the consent of the owner?

A.—No; nor in time of war, but in a manner prescribed by law.

American Common School Society.

This Society has opened rooms in the building 123 Fulton-street, where may be examined School Laws, from Europe and this country, Reports, Improved School Books, Apparatus, Diagrams, Drawing Cards, &c. &c. The friends of education are invited to visit these rooms at their leisure, and learn the improvements that are making in the great subject of education.

J. ORVILLE TAYLOR, Secretary.

Common School Almanac.

This cheap Almanac, for 1839, is to be published this month, and will contain Drawings of Model School Houses, Drawings of Desks, Seats, &c.—Education Statistics, School Laws from this and foreign countries—Plain and forcible Appeals to Parents, Teachers, and School Officers, &c. &c. The friends of education, it is believed, will take prompt and efficient measures to circulate this Almanac. Price \$2 per hundred—\$18 per thousand. Orders to be sent to

J. ORVILLE TAYLOR,

Secretary of the Society,
128 Fulton-street New York.

YATES COUNTY, NEW YORK.

J. Orville Taylor, Esq.,—

Dear Sir: Our Yates County Education Society have held two spirited meetings on the 7th and 14th March, and discussed and adopted resolutions:

1st. In favor of requiring an inspected teacher six months of the year.

2d. That each District raise, by tax, \$20 for a District Library, and \$5 annually thereafter.

3d. That the Supervisors of each County be authorised to raise annually, by tax, a sum not exceed-

ing \$500 for the support of an agent to visit and lecture throughout the county.

4th. That a Board of Education be appointed to superintend generally the interests of the schools; and,
5th. That Normal or High Schools be established for the education of teachers.

It was resolved that the Common School Assistant be requested to publish an abstract of the proceedings. If you have not received a paper, the above will give you, perhaps, a sufficient outline. The above points are important, but some need examination—particularly the first, on which I have some doubts.

Respectfully yours, W. CHAPIN.

The third resolution in the above communication is of great moment. Each County in the State should raise, by tax, \$500 annually, for the support of a lecturer on the improvement of Common Schools—the agent should visit each school in the County, and continue his efforts during six months each year.

WE HAVE FOUND IT.

Never has it been our lot to announce to our readers, and to the rising generation, a work on primary education, of such superior excellence, as the one we have just examined, from the author of the "ANALYSIS." Since we saw the fixed and radical principles of language, so beautifully and so clearly developed in the "Analysis," we have expected something from the same author, more immediately designed for universal use for common schools. Mr. Town has at length given us another work, which, in our view, is absolutely a matter of universal gratulation. It is, in all respects, a real spelling book. The author, in this work, has succeeded in collecting and arranging most of the primitive words in the English language, in regular columns, agreeing in the number of syllables and place of accent, and at the same time every word is so arranged as to become the regular definer of the word opposite. On this plan he commences with monosyllables, and passes in regular gradation through the language. Words, taken together, are either in two collateral columns or in three. If two columns, when the child spells the first, he defines it by the second, and when he spells the second, he defines it by the first. If there are three columns, in spelling the first column, he defines it by the second and the third—the second he defines by the first and third, and the third by the first and second. In addition to this, he has collected all the Saxon nouns, with their classical adjectives standing opposite;—words ending in *ferous, gerous, ics, logy, graphy*, &c. &c., and so arranged them, that one or two words, heading such column, give the perfect analytic definition of each succeeding word. He has classed together the names of trees, fruits, flowers, plants, animals, food, clothing, diseases, arts, and indeed all similar names of things which are known by their captions and classification. In several columns he has arranged the simple words so that they stand in contrast, as *high, low, up, down*, &c.; and all the arrangements are so made, that our children must inevitably acquire a knowledge of the import of words just as fast as they spell;—the one will be just as familiar as the other. To this he has appended his

small analytic spelling book, which has gone through several editions within less than one year, and received such universal commendation. By this, the forming, spelling, and meaning of all compound and derivative words, is superadded to a knowledge of all the primitives. All who have seen this new work, do not hesitate to pronounce it the *very thing* which is needed to perfect the *very object* contemplated in primary education. For ourselves, we rejoice to say,—and we wish our voice might reach every school district in the United States,—that this work *will*, in a very short time, be the spelling book of the English language, both in this country and in Europe.

GREAT MEETING

Of the friends of Education in Manchester, (Eng.)

1. A great meeting of the friends of national education, took place in the Theatre Royal of this town, a few evenings since. It was attended by from 2100 to 2500 people—both ladies and gentlemen—for whose accommodation the house was especially fitted up.

2. The object of the meeting, was, to create a fresh zeal in the cause of public schools, which are now in a most lamentable condition, and in order to secure the attendance of those who really do feel an interest in the cause of education, the tickets of admission were sold—the price charged being about one dollar each.

3. Mark Phillips, Esq., member of Parliament for Manchester, presided, and opened the meeting in a neat and appropriate speech. The first toast was "the Queen," which was received with rapturous acclamation. The national anthem of "God save the Queen," was then sung by a corps of professional singers, accompanied by the piano forte.

4. The next important toast was laudatory of the infant school system, which was responded to by Mr. Wilderspin, an able and indefatigable advocate of infant school education. Mr. W. said he appeared there not as a theorist, but as a practical man, having had 24,000 infants, under six years of age, under his care in England, Scotland, and Ireland.

5. Regarding a child as a creature of imitation, and to be best acted upon through the operation of the senses, Mr. Wilderspin detailed the leading principles of his mode of teaching infant schools, and bestowed much time in pointing out the evils and great effects of dame and boy's schools, and in all the education of the present day, which, he argued, utterly overlooked and neglected the culture of the affections and the moral feelings.

6. The principal toast of the evening—that of "National Education"—brought out the eloquent Mr. Wyse, a member of Parliament, who, in a speech of about two hours in length, went into a full detail of the objections against general education, adducing, in the course of his remarks, the most powerful and incontrovertible arguments in favor of public schools. The whole speech was really a master-piece of sound and eloquent argument.

7. It is impossible for me, in the short compass of a letter, to give any thing like an analysis of Mr. W.'s remarks, but the annexed extract will afford your readers some faint idea of the great deficiency,

both as to numbers and quality, in the common schools of England.

8. Mr. Wyse prefaced this portion of his speech, by stating that there are now in England, *one million nine hundred thousand children, between the ages of five and sixteen years, for whom there is absolutely not the smallest provision for education!!*

9. NUMBER OF SCHOOLS AND SCHOLARS.

Manchester—Population 200,000, of whom—

10,108 attend day and evening schools only.

10,011 attend both day and evening schools.

23,185 attend Sunday schools only.

43,304

10. The number of persons receiving education of some kind or other, is thus, 2165 per cent. of the whole population. Deducting 10,000 for scholars under 5 and above 15, which is probably somewhat less than the truth, and taking 50,000, the number of children between 5 and 15, it would appear that only two-thirds (33,000) were educated, and one-third were receiving no instruction at all.

Salford—Population 55,000

Receiving no instruction, 22 1-2 per cent. of population, 3,000

Bury—Population, 20,000

Receiving no education, 700

Liverpool—Number of children between 5 and 15, 57,200

Receiving education, 27,200

Receiving no education, (more than half) 30,000

11. STATE OF SCHOOLS, &c.

Manchester—"These schools are generally found in very dirty, unwholesome rooms, frequently in damp cellars or dilapidated garrets—attributable to the extreme poverty of the masters."

12. Salford—"The poorer schools of this class are kept in dark and confined rooms, ill-furnished, and some are found in situations exposed to noxious effluvia."

13. Bury—"The school rooms are applied to various other purposes."

14. Liverpool—"An universal want of school rooms to receive the children."

THE AMERICAN EXPOSITOR, or Intellectual Definer, Designed for the Use of Schools: By R. Claggett, A. M. Second Edition. Published by Gould, Kendall, and Lincoln, Boston.

The following, taken from the Preface, is the general plan of the work:

1. The words are arranged in syllabic order, and so far as the classification of the vowel sounds admits, in alphabetical order.

2. The vowel sounds of the monosyllables and accented syllables, are indicated by a word, instead of a figure, placed over each class. The sounds of the unaccented syllables are left to the decision of the ear, which will as accurately distinguish them without figures as with them.

3. The words are selected and defined with a special view to their being used in classes of various ages and capacities.

4. The orthography and pronunciation are in accordance with the best standard authors.

Those pages which are appropriated to illustrations, consist principally of quotations from various authors. These are designed to show more fully, by their connection in sentences or phrases, the signification of some of those words defined in the three preceding pages.